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ABSTRACT

The report is composed of a collection of materials related to a pilot project undertaken to gain further insight into the operational aspects of internship programs, while providing expanded opportunities for both graduate and undergraduate vocational students as well as potential vocational teachers to better prepare for service in vocational and technical programs. The lengthiest portion of the document is a guide, in two parts, for professional internships in vocational education; the first part presents basic concepts of internship and gives attention to the purpose, background, objectives, practices, and procedures essential to a successful program. The second part of the guide is longer; illustrative forms and informational materials comprise its contents. Appended to the document are a personnel directory; the co-directors' response to an evaluation; a directory of interns and sponsors; and correspondence related to the project. (AJ)

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DIRECTORS' FINAL REPORT

AN INTERNSHIP PROGRAM FOR OCCUPATIONAL TEACHERS INVOLVING INDUSTRY-EXCHANGE, CURRICULUM BUILDING, CAREER EDUCATION, OR LEADERSHIP DEVELOPMENT EXPERIENCES

SUB-CONTRACT WITH COLORADO STATE
BOARD FOR COMMUNITY COLLEGES AND
OCCUPATIONAL EDUCATION

March 1, 1973 - June 30, 1974

DEPARTMENT OF VOCATIONAL EDUCATION
COLORADO STATE UNIVERSITY
FORT COLLINS, COLORADO

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Directors' Final Report

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AN INTERNSHIP PROGRAM FOR OCCUPATIONAL TEACHERS INVOLVING INDUSTRY-EXCHANGE CURRICULUM BUILDING, CAREER EDUCATION, OR LEADERSHIP DEVELOPMENT EXPERIENCES

An Extended Study

March 1, 1973 - June 30, 1974

Co-Director: Dr. Milton E. Larson

Co-Director: Dr. Ivan E. Valentine

DEPARTMENT OF VOCATIONAL EDUCATION

COLORADO STATE UNIVERSITY

FORT COLLINS, COLORADO

This project was sponsored by the Colorado Professional Development Section of the State Board for Community Colleges and Occupational Education and supported by the United States Office of Education under Part F, Section 553 of the Education Professions Development Act.

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PREFACE

This report is submitted upon the completion of the extended internship project. The provisions of the agreement and the suggested procedures for reporting have been adhered to in preparing this report. Included in this report is the process followed, the results achieved, and the revised "Guide for Professional Internship-Vocational Education."

The co-directors desire to express appreciation to all who participated in this project either as interns or as sponsors of interns. They would like especially to recognize the support, interest and understanding of Dr. Richard Edsall, Assistant State Director in charge of Professional Development, Colorado State Board for Community Colleges and Occupational Education, and Muriel Tappman, Education Professions Development Section, United States Office of Education, Washington, D.C.

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INTRODUCTION

The purpose of this project was to gain further insight into the operational aspects of internship programs while providing expanded opportunities for both graduate and undergraduate vocational students as well as potential vocational teachers to better prepare for service in vocational and technical programs of Colorado. Specific objectives were:

1. To further test the value of an exchange program between vocational and technical education on the one hand and industry, business, and agriculture on the other

2. To provide opportunity for selected individuals with adequate background and a strong desire to improve their competencies in curriculum construction for occupational programs, to intern with curriculum laboratories, or other curriculum agencies

3. To identify individuals in positions of leadership in Colorado in Career Education and secure opportunities for them to intern with an institution or agency active in Career Education

4. To provide potential leadership personnel opportunities to learn through active participation in full-time on-the-job experiences in selected positions similar to the leadership position they plan to assume upon completion of the educational program

5. To provide more relevant teacher education for individuals

enrolled on a baccalaureate degree program of vocational and technical education at Colorado State University through full-time on-the-job experiences in their field in industry, business, or agriculture

6. To expand and revise the handbook of operational guidelines (developed under the previous pilot program) to provide a more comprehensive tool for use in the operational aspects of the program in the future as well as for others seeking validated information on how to plan and operate internship programs.

A related goal includes the desire to strengthen the tie with industry, business, and agriculture.

OPERATION OF THE PROGRAM

A brief description of the operational aspects of the program are summarized in relation to the following functions and processes.

Planning

The planning activities of the project were greatly enhanced by the review and analysis of the activities and functions carried on during the previous pilot project. The co-directors and the assistant director analyzed informally the input, process, product and impact of the initial project, modified the procedures to better achieve the objectives, and involved the consulting committee in identifying ways to improve the program. Individuals who served on this consulting committee are identified in Appendix II of the Appendices of this report along with the Institute personnel. Also included are minutes of the initial meeting.

Participants

Nineteen individuals were selected and placed with cooperating sponsors for a full ten-week quarter in accordance with the original objectives of the project, including only one individual interning on a half-time basis. Six of the persons served internships in industry while the balance were placed with cooperating educational institutions or state agencies. Of those interning with educational institutions, two were identified for roles in career education programs, four were identified as curriculum developers, three for roles as administrators or supervisors, and one for assisting in a special research project. Three individuals served with state agencies, one person in advanced curriculum development and two working with state supervisors of vocational programs. A complete list of the interns and their service field as well as the sponsoring firm or agency and supervisors appears in Appendix IV of this report.

Internship Personnel

The work of the internship project was carried on by the co-directors, the assistant director and the secretary.

The planning, programming, supervisory and administrative functions were the responsibility of the co-directors. The assistant director performed most of the coordination activities, and the revision of the forms used in connection with the coordination functions.

Orientation

Each intern was given orientation prior to engaging upon the internship experience.

Likewise the sponsor was provided with an informal orientation prior to and during the initial phases of each internship. Due to the nature of the sponsors involvement in the project as well as the regular work of each sponsor, it was difficult to provide as comprehensive an orientation as was desired.

Many problems were eliminated or minimized through the original orientation and the continued coordination activities related to this aspect of the program.

Program Operation

The plan of operation as developed and used is covered more completely in the "Guide" (see Appendix I). The success of the program may be attributed to careful planning, considerable attention to detailed execution of the plan, and painstaking coordination efforts in working with the interns and the sponsors in the field.

Considerable time and effort is required to effectively recruit and identify potential interns, identify and secure suitable internship stations, work out the details of the arrangements and the agreement, and then monitor and coordinate the activities of the interns during their field experiences.

Individuals entering upon such a program must plan to devote many hours to program promotion, communications, and public relations. The challenge is great and the results are rewarding.

Evaluation

Close monitoring of the activities of the interns and their

sponsors resulted in a process evaluation. The daily diary, mid-term, and final evaluation reports of the interns and sponsors, as well as the coordination reports of the coordinators, provided immediate feed-back of the problems and achievements. This system worked very effectively.

A composite evaluation of all of the individual elements of the process were developed to assess the immediate impact of the internship in each case.

On December 19, 1973 the co-directors had the opportunity to meet with Dr. Richard Edsall, Assistant State Director in Charge of Professional Development for the Colorado State Board for Community Colleges and Occupational Education, and Dr. Mollie Shook, Evaluator for E.P.D.A. Part F, Section 553 funds. Discussion during the meeting centered around the organization, operation, and outcomes of the project. The co-directors responded with illustrations, a slide presentation of the pilot project, and answers to questions advanced by Dr. Edsall and Dr. Shook. Appendix III details the co-directors' response to advance questions submitted by Dr. Shook.

Conclusion

This extended internship project has continued to verify the importance of this method of professional development for vocational educators both for preservice and inservice development. Most of the interns expressed in some way the idea that the experiences gained through the internships were invaluable, produced some of the high-

lights of their total education, and could not have been secured as effectively or as realistically in any other way.

Internship programs for professional educators may constitute one of the best forms of educational renewal.

Several implications have resulted from this extended program. They are as follows:

1. Many valuable experiences that are not obtainable in the classroom can be obtained on the job through a planned internship.
2. Prior classroom instruction is important for the intern seeking full meaning from the experience.
3. Interns place a high value on the experience gained from this method of training.
4. Business and industry ties are materially strengthened through these contacts.
5. Faculty sensitivity to real situational realities is heightened so that more meaningful teacher education programs and better student counseling can result.

Internships may take many different forms. The investigators are definitely convinced that the following are all possible variations of this program.

1. Industry-education exchange programs
2. Internships for individuals in a variety of educational institutions for those who have not previously taught

3. Internships for teachers who need other kinds of experiences in educational institutions that will prepare them for greater educational leadership responsibilities
4. Internships in industry or business for individuals who need additional preservice or inservice experiences
5. Internships that identify competent individuals to fill roles in new and emerging fields such as Career Education and Curriculum Development.

Internship programs can be planned to fit various time frames such as the full-time internship, half-time internship, or other periods available. These may be extended over one or more quarters of the calendar year. The experiences of the pilot program and this extended project continues to suggest that the full-time internship is definitely most desirable. The minimum time recommended is one quarter (ten weeks).

Successful internship programs require a firm conviction on the part of the administration and coordination personnel that this is an effective method of education. Without a strong conviction, and much effort on the part of those assigned to such a program, the results may be doubtful.

Internships require much time and effort. A maximum of twenty individuals for each full-time coordinator suggests the appropriate ratio for staffing.

The concept of professional internships for vocational teacher education is still so new that much effort is required to recruit interns and sponsors, provide orientation, coordination and evaluation, provide continuous funding, and build a viable program of internships that results in year to year continuity.

If internships are to be stimulated, a plan of financial assistance to the intern as well as provision for university credit are absolutely essential.

A minimum of five years will need to be provided in order to build an internship program into a significant and accepted method for inservice and preservice professional teacher education. While initially the investment in the program may seem high, the impact and outcome may prove to be not only a highly effective method, but also an economical one when all factors are duly assessed.

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APPENDIX I

GUIDE FOR PROFESSIONAL INTERNSHIPS - VOCATIONAL EDUCATION

GUIDE FOR PROFESSIONAL INTERNSHIPS

VOCATIONAL EDUCATION

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and

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Department of Vocational Education

Fort Collins

1974

Developed as part of a project sponsored by the Colorado Professional Development Section of the State Board for Community Colleges and Occupational Education and supported by the United States Office of Education under Part F, Section 553 of the Education Professions Development Act.

FOREWORD

Internships for teachers of vocational and technical education, while not a new innovation, is a recent development in this region. As a result of a proposal submitted to the Colorado Professional Development Section of the State Board for Community Colleges and Occupational Education, this concept became a reality. Appreciation is expressed to this Board and also to the Director of the Education Professions Development Act of the United States Office of Education for supporting this concept.

One of the end-products of the internships is the revised GUIDE FOR PROFESSIONAL INTERNSHIPS - VOCATIONAL EDUCATION. The original was developed in 1971. The practices evolved from the fundamental concepts expressed in the original proposal, awareness of new and emerging needs, from the suggestions of the Internship Consulting Committee, and from the experience gained through the operation of this program. The forms were developed to expedite the handling of the various functions essential to operation of the program. These have been improved as a result of the experiences gained during the initial programs.

The comments of the interns and sponsors of the interns suggests that internships as a method of updating teachers and administrators of vocational and technical education is a value educational process

without substitute in classroom situations. It also has merit for individuals wishing to test the vocational and technical teaching field as a transition occupation from industry, business, or agriculture. Substantial progress has been made. There is much ground to be plowed, however, before the internship approach becomes well-established among the repertoire of teacher training methodology. There is much merit in "learning by doing." This is especially true when the learning is part of a carefully planned and well coordinated program and the intern is working with a person who truly is a master in his (or her) own field.

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PART I

BASIC CONCEPTS

Part I of this guide presents the basic concepts of internship as identified through the literature and through the experiences in working with the interns, the sponsors, and the consulting committee.

In this section attention is given to the purpose, background, objectives, practices, and procedures essential to a successful program.

Purpose

It is the purpose of this guide to supply information to assist those interested in providing a teacher education internship program. Offered herein are many suggestions considered necessary for decision makers. Also included are practices which have been found applicable to internship programs for prospective teachers and administrators of vocational education.

The word "Internship" has taken various meanings. It could imply "Work Experience" in the form of routine activities under relatively close supervision. This could be beneficial to the student, but generally lacks professional content and attainment of professional responsibility. Another form might be concentration

upon basic skills prossessed by the student and applying those skills to create a specific final project, such as a paper or a completed project applicable to the training situation. Although use of professional skills are emphasized, interpersonal relationships are often downgraded in favor of developing the final product. Considerable benefits, however, do accrue to the intern in the application of his professional skills.

Yet another form places emphasis upon a continuous fact-finding process to influence the course of immediate events. The intern is called upon to synthesize past knowledges with newly learned facts to assume responsibility for making decisions and concentrating upon interpersonal relationships that influence implementation of those decisions. An end product is not the goal; rather, newer, deeper insights are sought that are rarely available in the classroom. Practices identified in this Guide are those as applied to this latter form of internship.

Users of this Guide should realize that not all possible situations can be foreseen by the writers. However, practices described are the result of actual field experience secured through placement and evaluation of interning students. The many participants of the internship program have placed high emphasis upon their opportunity to acquire knowledge not available to them in the classroom.

A properly conceived and executed internship program, including active coordination and follow-up by the sponsoring university, are

key elements of a successful program. The program can be a significant stepping stone for the advancement of a qualified individual in his chosen field. It can at the same time provide the university with "feed-back" to better analyze its own teacher education as well as allow full evaluation of the role of the internship in teacher training programs. Effective vocational teachers and administrators do not suddenly emerge. They are developed! An active internship program can be an efficient tool of the process.

Background

For thousands of years the art of craftsmanship and the process of teaching and learning of the crafts was a family affair conducted through the father-son relationship and the master-apprentice relationship. This highly developed system was brought to America by the early colonists. It continues even today, in many forms, to train skilled tradesmen for industry. However, as this nation entered the industrial age, the apprenticeship system was unable to supply the great numbers needed for industrial work.

Industries in many parts of the nation were forced to train their own workers to meet their requirements. Governments encouraged and assisted schools and institutions to train workers urgently needed for growing industry. Educators recognized, however, that the classroom could not always supplant the on-the-job experience to give the worker the education he needed. It had been found that sequential relationships must exist between the learning of concepts, the

acquisition of thought and attitudes, and the mastery of skills, which will properly relate them in the training experience of the learner.

Early in the twentieth century a cooperative education plan was introduced in Cincinnati by Professor Herman Schneider who believed that for college students "it is a good thing for a man to sweat his way to the truth." He called his plan "Cooperative Education", because it depended essentially on the cooperation of business and industry. The years since have seen the idea expanded to many colleges and secondary schools to train workers for the occupations. Government aid has been extended to encourage and expand this partnership between education on one hand and business and industry on the other. Students thus spend part-time in the classroom and part-time on-the-job in a planned and coordinated learning experience, all related to their field of study.

As the occupations have continued to expand and the need for the well trained professional has become evident, this principle of "learning by doing" has come to include the professional. This concept, the internship, has been used successfully for decades by the medical profession. Clarence A. Newell did much to further the use of the internship for development of professional educators as administrators and supervisors.[1] Programs at universities have con-

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[1]Clarence A. Newell, Handbook for Development of Internship Programs in Educational Administration, (New York: Bureau of Publications, Teachers College, Columbia University, 1951).

tinued to expand from his work. Daniel R. Davis did much, also, to develop the internship method in educational administration.[2] The National Association of Secondary Principals,[3] and the American Council on Education,[4] and others have conducted extensive studies with administrative interns.

Interest is now being shown to extend the internship concept to vocational-technical teacher and administrative training. Rutgers, The State University, developed the highly successful program, COPE, for the training of prospective vocational-technical education teachers.[5] Other programs have emerged to emphasize that inservice teachers and administrators need methods for keeping in step with rapidly changing technologies in business, industry, and agriculture. A deficient area which needs continual emphasis is closer alliance between the private sector and public education to strengthen mutual respect and improve communication.

New and changing technologies, differing practices, and the necessity for better qualified personnel demands that teacher prepara-

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[2]Daniel R. Davis, The Internship in Educational Administration, (Washington: The Center for Applied Research in Education, Inc., 1962).

[3]National Association of Secondary School Principals Bulletin, A Report of the NASSP Administrative Internship Project, Number 333, January, 1969.

[4]John A. Creager, Goals and Achievements of the ACE Internship Program in Academic Education, (Washington: Office of Research, American Council on Education, 1971).

[5]Albert J. Pautler and Charles J. Buzzell, Cooperative Educational Program for Prospective Vocational-Technical Education Teachers, (New Brunswick: Rutgers-The State University, 1968).

tion be timely and appropriate. An internship program, sponsored and coordinated by a teacher training institution respected in its field can, in cooperation with business, industry, and other agencies do much to answer our national and individual needs in vocational-technical education for adequately trained teachers and administrative personnel. Students and present educators need and deserve realistic and meaningful preparation for their dedicated role. Actual experience on a job typical to that for which the individual is training is vital and has been so recognized by recent legislation among the states and the federal government.

Professional Internship Objectives

Implementation of the program outlines in this Guide can provide:

1. Fulltime field experience for one quarter or more for potential leadership personnel prior to assumption of responsibilities on an actual payroll job

2. Updating experience for inservice teachers directly on the job

3. Teaching experience for individuals from business, industry, agriculture, or government who desire to enter teaching

4. Supplemented directed experiences for individuals needing focused programs

5. More relevant teacher education for individuals enrolled in a baccalaurette degree program of vocational-technical education

6. Identification of individuals who seek roles in emerging fields such as Career Education and Curriculum Development

7. Improved communication between professional vocational-technical educators and leaders of industry, business, and agriculture.

Consulting Committee

A functioning consulting committee is a tremendous asset to an internship program. Individuals should be selected to serve on this committee who are interested in internship education and who are thoroughly familiar with vocational and technical education. A balance of experience including both individuals from vocational education and from the world of work is desirable. Each individual selected should be chosen for his expertise and his ability to contribute to the objectives of the program.

Five to nine members constitutes a workable committee size. During the initial period it is well to appoint each member for a one-year period. After the internship program is better established, it may be desirable to develop a permanent rotating plan of membership to insure continuity.

It is suggested that at least two meetings of the consulting committee be held each year with additional meetings called as needed. A planned agenda should be developed prior to each meeting involving the members actively as to the concerns, practices, and policies relative to the internship program. It is, however, important to indicate that the role of the internship consulting committee is advisory rather than administrative.

The consulting committee can be a source of great assistance. It is wise to involve the internship consulting committee in many ways such as to:

1. React to concepts, practices, and policies proposed relative to the internship program

2. Inform the committee relative to the scope of program proposed

3. Discuss opportunities for placement of potential interns

4. Review forms and methods used in coordinating the program

5. Communicate to others in the community vital information concerning the program.

Foundation Policies

Basic decisions are necessary for any university seeking to implement a program of internship training. Fundamental is the belief that many meaningful experiences, necessary for the individual's full development in his chosen role, can most realistically be achieved outside the classroom in an on-the-job situation. Realism and accountability are enhanced while relating in-school experiences to on-the-job competencies which must be performed. Accepting this premise, then decisions must be made as to how the program will be administered; which department will offer the program; where necessary funds may be obtained for its administration, coordination, on-going and follow-up evaluation; possible stipend monies for intern participants; university credits to be made available for enrolled participants; liabilities incurred by the university when offering off-campus programs; determination of the steps necessary to attract interested participants, and making a survey of the possible agencies, institutions, businesses, and industries willing to cooperate in the program.

Most agencies, institutions, businesses, and industries are sympathetic to the internship method of training and are interested in

cooperating with the university. It is incumbent then upon the university to actively pursue its chosen method by assuring adequate funds to implement the program and providing personnel assigned to the task with sufficient time to supervise, evaluate, and up-date practices to the benefit of the individuals involved.

Vital Practices

A. Information for potential interns - Experience has indicated, that although the University and the program director may have high enthusiasm for the internship method of training, the uninformed potential intern may not share that enthusiasm. Strong, diligent efforts with a lead time of several months is recommended for recruiting interns. This is typical of many vocational education programs. Information about the program and its objectives should be circulated widely among teachers and students in vocational education. Use of trade publications is encouraged in keeping with University policy. Handout material should be distributed at professional meetings and in university classrooms. University faculty should be made aware of the program so that they might recommend potential interns. Personal contact between the director and prospective intern is vital and necessary in most cases to explain details and give the prospect confidence in his (or her) decision to assume this training.

B. Applications - Once contacted, the potential intern should make application for the program to the program director. This application should give his name, address, present position, past experience, educational training, and reason for participating in the internship program. Provision should be made for inclusion of other data he deems pertinent.

C. Interviewing candidates - As soon as possible, the candidate should be interviewed by the program director. The director or a selection committee should examine the candidate's personal qualifications, needs, and future aspirations as well as stated specific goals for the desired internship. Also, important considerations by the director should include the applicants ability in good human relations and his willingness to accept the role of a learner who can at the same time make a meaningful contribution to his supervisor.

D. Selecting interns - Once candidates have been interviewed, the director or a selection committee may select those deemed suitable for the internship experience and those who will benefit most from the internship. Besides the aforementioned qualities, further considerations might irclude:

1. Interest in pursuing a higher level of educational competency

2. Previous background that will assure his entrance into teaching, administration and supervision, or curriculum development following completion of the internship and/or formal education

3. A tendency to sympathize with new, rather than old ideas

4. Skill in self-motivation

5. Positive concern for developing new curriculum, revising curriculum, and improving evaluation in his subject area and all of vocational education.

The number of participants should be determined by the number of applicants, the size of the group that can be successfully administered by the director and his staff, stipend funds that are available (if any), and the number of and distances to the cooperating internship stations.

E. Locating and selecting internship stations - Once the intern has been selected and his desired experiences determined, possible internship stations should be contacted. Much is incumbent upon the director and his staff to select a training station that will make the experiences meaningful to the intern. Desired goals can be given by the intern, but final selection should be made by the director. The director's knowledge about the training station may be paramount in determining the value of the placement and whether it will fulfill the needs of the intern. Guidelines

for station selection might include:

1. A setting that allows the intern to identify current innovations and management of personnel

2. A setting that permits the intern to be actively involved in problem solutions.

3. A supervisor who is forward looking and successful in new approaches

4. A supervisor interested in this type of training and willing to supervise the intern

5. Top manangement which has approved and endorsed the program

6. Interest is high enough in the program that future training can be conducted at this station.

Once the program has been explained to key personnel at the training station, a favorable response may be obtained. However, some situations might not be suitable, in which case an alternate station should be selected. Strongly advised is a regular pre-employment interview conducted by the supervisor or personnel manager to ascertain the technical skills of the intern. This has been found to enhance the placement within the cooperating firm, agency, or institution and pinpoint deficiencies that can be overcome during the internship.

F. Developing training plans - Each intern should have broad guidelines for his training experience. This

can best and most easily be determined by interviewing the potential supervisor in the presence of the intern and the director. The intern can state his goals and desires, and the supervisor can explain possible experiences he can provide within his organization. The director can thus formulate an educational assignment as a guide for the intern and his supervisor during the internship period. Provision should be included for experiences beneficial to the intern not foreseen at the time of the initial determination of the guidelines. Mechanical workings and other requirements of the program can be explained at this time. An agreement should be formulated at the time of this interview to set forth the responsibilities of all parties of the internship. The agreement should be in keeping with the policies and practices of the supervising agency, institution, or industry, and the sponsoring university. A fulltime internship encompassing the regular hours worked by other employees at the training station is most desirable for the intern. In this situation, he is viewed as a regular employee, accepted as a member of the staff, and accorded full responsibilities commensurate with his abilities. A part-time placement might mean divided responsibilities that could hinder

an intern's learning and development of warm, personal relationships that are highly desired.

A part-time placement, however, might be considered when the intern needs the desired experiences, but other responsibilities limit his full participation. A high degree of learning can take place through proper planning and orientation of the sponsor and the intern, although divided responsibilities of the intern and his physical stamina may act as constraints.

G. Orientation: Intern and Sponsor - Prior to assuming on-the-job duties, the intern should be advised of his (or her) responsibilities as a professional even though a learner. He should:

1. Put forth his best efforts on all assignments
2. Consult with the sponsor and the university about all absences
3. Seek out materials of value in his training
4. Look beyond his assignment for future implications
5. Cultivate an inquiring mind about his training station
6. Strive to develop good work habits
7. Remember he is a guest and a representative of the university so that he must practice good human relations at all times.

His orientation can best be accomplished at the same time with others who might be interning during the same period so that answers to questions may be shared by all.

Proper orientation of the supervisor is extremely important. Misunderstandings that might occur later can greatly be reduced. He must realize his close and interested relationship for guiding the intern is a basic concern of the learning situation and that it is not redelegatable; it cannot succeed without this relationship. He should be aware of the intern's objectives and desired experiences and assist him to understand the organization. The supervisor should also know the qualifications of the intern so that the intern can contribute meaningfully to tasks to which he could be assigned. The supervisor must also stimulate in the intern an appreciation of the informal relationships that exist within the organization which accomplish organizational goals.

H. Monitoring internship activities - A meaningful internship requires recording of daily and weekly activities that occur. The intern is best situated to monitor his own daily activities that contribute to his learning and accomplishments. He might also summarize his week's work with a description of a

specific occurence he views as the most important. Reviewing this diary, the intern and the director can focus on important happenings, gain data for on-going evaluation of the planned activities, and measure progress during the internship. The supervisor should also contribute to this process with his own weekly report on the intern's activities. As a measurement of the intern's progress and experience, it is advisable to prepare an instrument for completion at the middle and end of the internship by both the intern and his supervisor. This instrument, previously prepared and using direct questions requiring definite answers, can be used by the program director to obtain evaluation for measurement of the intern's accomplishment, educational growth, personal adjustment to the job requirements, and his practice in good human relations.

I. Coordination activities - Important is a bi-weekly visit by University personnel to the intern and his supervisor. The visit will indicate interest by the university in the intern's assignment and provide "feed-back" as to the intern's progress, interest, and ability to adapt to requirements of the job. Suggestions for changes and improvement can be made by the coordinator, and he can also ascertain if the plan has been properly developed and is being executed

according to the original objectives of the intern. A very useful by-product of the internship is a seminar involving many interns who have just completed their experience. Since the intern is the most important element of the internship, he should be given the opportunity to express his opinions to assist the director to make necessary changes important to future internships.

As an alternate procedure to the bi-weekly visit (where long travel time is involved), the intern's activities can be coordinated by telephone conference calls involving the intern, his sponsor, and university personnel. This method lacks the warmth and spontaneity of face-to-face contact, but when carefully planned, useful interchanges will occur.

J. Evaluation - A well conceived program must include means for determining the value of the internship experience to the intern. Reviewing forms completed by the intern, his supervisor, and the coordinator will reveal valuable information about the internship experience. The director can evaluate each report in terms of the intern's accomplishment, educational growth, personal adjustment to the job, and practice in good human relations. If each category is assigned

a value on a scale of zero to five, it is possible to reduce the assessment to a number that can serve as a guide to the director, should a grade assignment be given to the intern. The supervisors should contribute in evaluating the internship. Comments should be solicited from the supervisors through personal discussion or written comments.

A follow-up study, instituted by the director and his staff (preferably a year or more after an intern is finished), can assist the director and the university in evaluating the program objectives. The role of the follow-up study should be to:

> Measure the effectiveness of the internship experience by relating the subsequent experiences of the intern to the experiences gained by the individual while serving as an intern.

Procedures should be implemented to:

1. Determine what relationship exists between the training station for the internship and the full-time position held by the intern following the internship or college graduation

2. Determine if the internship provided experiences not duplicated in the classroom and if the experiences reinforced classroom instruction

3. Determine, if, as a result of the internship, the intern could foresee for himself a salary increase, promotion or advancement or increased performance, or perhaps all of these.

A follow-up questionnaire can be structured to monitor these outcomes, completed by the former intern, and returned to the director for analysis. Personal viewpoints should be requested from the intern. This information when reviewed by the director can be of valuable assistance to the director and the University. The information can yield important data for implementing changes where necessary in the internship program and assist the University in measuring the effectiveness of its overall teacher education program.

Essential Elements for Successful Internships

1. A university administration sympathetic to off-campus education of students.
2. A university which enjoys respect for its education efforts among important persons within its working area.
3. Important key persons from diverse backgrounds who are willing to be active consulting committee members.
4. A program director who is:
    a. Knowledgeable of the requirements of vocational training
    b. In a staff arrangement that permits him to give authoritative advice to students
    c. Knowledgeable of experiences to be gained by interns at potential training stations
    d. Acquainted with key persons among agencies, institutions, industries, and businesses that are potential training stations
    e. A believer in the necessity of innovation and change in training and learning methods

f. A stimulating influence on the people with whom he works.

5. Adequate source of funding to assure that vital practices may be successfully concluded for each participant.

6. Continuous funding that assures continuity of the program, enhances recruiting, and provides inservice personnel opportunity for meaningful internships during summer months.

7. Continual evaluation of practices so that changes can be made where necessary.

8. Clear statement of the objectives to be accomplished and of the methods used to assure completion of those objectives.

9. Proper orientation of the intern and his supervisor to assure:

    a. The intern's acceptance of his role as a learner, yet a contributor to a supervisor's tasks

    b. The intern's respect for his supervisor and associates on the job

    c. The supervisor's understanding of the intern's objectives and how this will contribute to the intern's learning

    d. Adequate "feed-back" information by both the intern and his supervisor to better evaluate the learning experience.

10. Coordination by the university during the internship with the intern and the sponsor.

11. Follow-up studies to evaluate the program in light of subsequent experiences of the intern.

Balancing Intern Costs and Values

Ultimately, attention must be given to whether the internship is a necessary and useful dimension in vocational-technical teacher

education. Internship expenses are often sizeable, yet strong arguments support its inherent values which exceed measurable costs. By converting classroom experiences into live and on-going direct experiences, the internship serves as a reality check for both the intern and the university faculty. For the intern it can become the most vital, practical experience of his academic training. For the faculty it heightens a sensitivity and awareness to situational realities in an environment in which they will seldom, if ever again, encounter except as advisory to their students. As such they will have an excellent, rare opportunity to view first hand the occupational setting to which many future students aspire; thus, this experience can be translated back to the classroom for more meaningful teacher education programs and better counseling of students.

Cautions

1. Consideration should be given to the liabilities incurred by the university for off-campus training.

2. The details of planning each internship are extensive. The director's available time may be a constraint. Considerable time is expended investigating prospective internship training stations, meeting with prospective supervisors, planning the intern's activities, orientation sessions, coordination visits, and evaluating the program. Travel time and long distances also increase expenses for both the university and the intern.

3. Personalities of the individuals involved should be considered. If possible conflicts might occur, it is better to select another station than risk this possibility which could cause damage to the program and to the learning experiences of the intern.

4. The supervisor and the intern each should be fully aware of the responsibility of both the intern and

the sponsor as well as the role of each together to fulfill the purposes of the internship program.

5. Adequate university credit hours should be granted and compatible with the on-the-job time and university policies.

6. The intern's activities and study external to the internship should be limited for greater concentration upon the internship experiences.

7. A successful internship program that increases relevancy of teacher education curriculums will build upon its success, simplifying recruitment of interns and encouraging many sponsors to accept students, thus easing problems encountered by the director. Continuous financial support may not be forthcoming from Federal, state, or university sources. It may be necessary to enlist support from private individuals, firms, other agencies, or institutions. Thus, the director must devote considerable planning and effort toward budget concerns, if continuity year-to-year is to be assured.

8. Occasionally a prospective intern requests an internship which extends or expands his duties at his present position. This approach is strongly discouraged as it limits opportunity for a truly enriching experience in an entirely new situation.

PART II

ILLUSTRATIVE FORMS

AND

INFORMATIONAL MATERIALS

Part II of this Guide presents a number of exhibits illustrative of the materials developed in launching and operating the internship program during the two years of operation and revised during the extended study.

Some of the forms undoubtedly will be revised as the program continues to reflect changes or improve the communications value of the instrument.

EXHIBIT A

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT
PROGRAM INTERNSHIP

INVITATION TO APPLY TO PARTICIPATE

A continuation of the INTERNSHIP PROGRAM with State of Colorado and EPDA support provides opportunities for interested individuals to participate during 1973-74.

PARTICIPANT CLASSIFICATIONS: This proposal provides for four different groups to participate:

A. GRADUATE STUDENTS — Individuals preparing for positions as leaders in administration, curriculum development, career education.

B. UNDERGRADUATE STUDENTS — Individuals needing additional work experiences in industry, business, or agriculture.

C. VOCATIONAL TEACHERS — Persons desiring updating experiences in industry, business, or agriculture.

D. POTENTIAL TEACHERS — Individuals from industry, business, or agriculture desiring to teach in vocational and/or technical education.

ACTIVITIES: An approved, coordinated, and supervised work internship program will be planned for individuals in accordance with the above classifications.

LENGTH OF INTERNSHIPS: Each internship will be planned for a university quarter (approximately 11 weeks). As much as possible this will be scheduled to coincide with calendars established for individuals in participating institutions.

CREDITS: Six credits may be earned for successful completion of the internship in VE 593, INTERNSHIP IN VOCATIONAL EDUCATION. This course may be either undergraduate or graduate credit.

Participants will maintain a daily diary and make other reports.

STIPEND: A stipend of $825 will be provided for individuals who complete the program.

APPLICATION: Contact for application form or additional information:

DR. MILTON E. LARSON
PROFESSOR OF VOCATIONAL EDUCATION
DEPARTMENT OF VOCATIONAL EDUCATION
COLORADO STATE UNIVERSITY
FORT COLLINS, COLORADO 80523

BEST COPY AVAILABLE

EXHIBIT B

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT
PROGRAM INTERNSHIP

APPLICATION

1. Name of Applicant: Mr. / Mrs. / Miss _____
(Last) (First) (Middle)

2. Age _____ Date of Birth _____ Social Security No. _____

3. Home Address:
Street: _____ City _____
State: _____ Zip Code _____ Telephone Number _____

4. Present: _____ Employer (or) ____ Educational institution (Complete below):

Name (Employer or school) _____

Street _____ City _____
State _____ Zip Code _____ Telephone Number _____

5. Title of present position (or student classification) _____

6. Education (List most recent first, indicate others in descending order).

Institution	Address	Degree or Diploma	Year Received	Major Field

7. Work Experience (List most recent or most applicable first).

Position	Institution (Co.)	City	State	No. of Years

8. Briefly indicate why you are interested in participating in this internship program. Relate your personal objectives to possible participation in this program.

_____

_____

_____

9. If selected, would you be able to participate for an eleven-week period?

Yes ____ No ____

Prefer: Fall Quarter _____ Winter Quarter _____
Spring Quarter _____ Summer Quarter _____

Other 11 week period (Indicate)_____ to _____.

10. I have been admitted to Colorado State University: Yes ____ No ____
Degree sought or immediate goal_____
Program_____

11. I plan to apply for admission to Colorado State University: Yes ____ No ____
Program_____

12. I have a vocational credential valid in Colorado: Yes ____ No ____
Other state: _____
I am applying for a credential in Colorado: Yes ____ No ____

13. My service area is: _____

14. Other significant information:

_____

_____

_____

_____

_____

_____

15. Reference: (List three)

NAME	ADDRESS	TELEPHONE NUMBER
_____	_____	_____
_____	_____	_____
_____	_____	_____

Date: _____ Signature:_____

NOTE:
Attach a copy of transcript of institutions attended and a resume (if available).

If additional space is desired for any of the numbered items, complete on the reverse side, identifying with the number of the items.

EXHIBIT C

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT
PROGRAM INTERNSHIP

SUGGESTED QUESTIONS FOR INTERVIEW OF
PROSPECTIVE INTERN

1. Did (or do) you have special reasons for selecting teaching as a career?

2. What are your short term and long term teaching goals? Do you have certain positions in mind as your goal 5, 10, 15 years hence?

3. Why are you interested in an internship? Are the purposes of the internship clear?

4. What type of internship position do you desire? Do you have a second and a third choice?

5. Please tell us about your past work experiences and your educational experiences?

6. How do you see the internship helping you to achieve your goals?

7. Do you see an area of your background which would be strengthened by the internship experience?

8. If you accept an internship position, do you see opportunities to not only help yourself, but also to help the University and the sponsor?

9. What kind of an internship position would you prefer? What do you see as the kinds of duties or tasks you would like to do?

10. Do you have in mind any particular location where you would like to intern? Any particular employer? Do you know who should be contacted within the organization about this matter?

11. Are there any special needs that should be considered relative to your possible internship?

12. Do you have a car available for transportation?

13. Would you accept a position in a location other than that indicated?

14. Are there any other bits of information that we should know about you, or your plans relative to this possible internship?

EXHIBIT D

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT
PROGRAM INTERNSHIP

INTERN INTERVIEW FORM

1. APPLICANT'S NAME _____

2. PRESENT POSITION (OR
STUDENT CLASSIFICATION) _____

_____

3. BACKGROUND _____

_____

_____

_____

_____

4. SPECIAL INTERESTS _____
IN VOCATIONAL
EDUCATION _____

_____

5. APPLICANT'S _____
GOALS

_____

_____

6. TYPE OF _____
EXPERIENCE
DESIRED _____

_____

_____

7. PLACEMENT PREFERENCE _____

A. Position _____

B. Duties _____

_____

_____

C. Location _____

D. Employers _____ Contact _____ Telephone _____

8. SPECIAL NEEDS (i.e. transportation)_____

_____

_____

_____

_____

9. PERSONALITY, APPEARANCE, ATTITUDE, INTEREST, ETC._____

_____

10. OTHER _____

_____

_____

_____

_____

_____

11. COMMENTS BY INTERVIEWER_____

_____

_____

_____

_____

* * * *

EXHIBIT E

Date_____ Name_____

INTERVIEW GUIDE	Out-standing	Excellent	Good	Fair	Poor	Can't say
1. HOW WOULD YOU DESCRIBE THE CANDIDATE'S GENERAL APPEARANCE? (Consider dress; grooming; bearing; physical defects, if any, etc.)						
2. WHAT IS YOUR ESTIMATE OF THE CANDIDATE'S ENTHUSIAMS? (Consider his attitude toward this project; his outlook toward his profession; purpose in life, etc.)						
3. WHAT WAS THE QUALITY OF HIS TEACHING EXPERIENCE? (Consider the relationship of his teaching experience to the needs of employment-bound youth; satisfactions from teaching; relationships and rapport with students and others, etc.)						
4. WHAT WAS THE QUALITY OF HIS WORK EXPERIENCE OTHER THAN TEACHING? (Consider the contribution of work experience to his effectiveness as a teacher; was it a satisfying experience? Is the work experience reported accurate?						
5. HOW WOULD YOU RATE THE CANDIDATE'S GOALS AND ASPIRATIONS? (Consider his reasons for being interested in this project; the realistic nature of his goals, etc.)						
6. HOW WOULD YOU RATE THE CANDIDATE'S COMMUNICATIONS SKILLS? (Consider ability to express himself; proper English usage; fluency, etc.)						
7. WHAT WAS THE CANDIDATE'S ATTITUDE TOWARD THE INTERVIEW AND THE INTERVIEWER?						
8. HOW WOULD YOU RATE THE CANDIDATE'S LEVEL OF MATURITY? (Consider his self-understanding, judgment, and rationality.)						

Overall appraisal (Check one)

____ Recommended very highly
____ Recommended highly
____ Recommended
____ Recommended with reservations
____ Not recommended

Comments:

Signature of Interviewer _____

--Adapted from instrument developed by Ralph C. Wenrich, University of Michigan.

EXHIBIT F

COLORADO
STATE
UNIVERSITY
FORT COLLINS
COLORADO
80521

department of vocational education

It is a pleasure to inform you that the Selection Committee for the State Professional Development Program has selected you to participate in the pilot program. The selection was made with the understanding that satisfactory arrangements can be made with a sponsor who will provide the kinds of experiences desired.

Consideration is being given to the preferences you express relative to priorities of internship experiences desired.

If arrangements are completed successfully and the provisions of the internship are satisfactorily completed, you will qualify for a stipend of $825 for the eleven week period. You will also qualify for six credits provided you have elected to register for credit in either VE 495f or VE 795f.

Unless informed otherwise within the next few days, it is assumed that you will accept the internship, provided a satisfactory internship program plan can be developed.

If there are any questions, feel free to contact me.

I am looking forward to working with you on this project.

Sincerely,

Dr. Milton E. Larson
Professor of Vocational Education
and
Director, Internship Project

MEL/

EXHIBIT G

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT
PROGRAM INTERNSHIP

FACT SHEET - INTERN
(for supervisor)

Name of Intern_____

Home Address_____Telephone_____

Internship Position_____

Internship Location_____

Immediate Supervisor_____

Starting Date_____Ending Date_____

Intern's Stated Objectives_____

_____

_____

Intern's Desired Experiences_____

_____

_____

_____

Intern's Past Work Experience_____

_____

_____

_____

_____

Director's Comments_____

_____

_____

_____

_____

EXHIBIT H

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT
PROGRAM INTERNSHIP

AGREEMENT

State Professional Development Program Internship

Preamble:

Colorado State University, through its Department of Vocational Education, and in cooperation with the State Board for Community Colleges and Occupational Education, and the Office of Education, U. S. Department of Health, Education, and Welfare, is undertaking a pilot internship program for the training, exchange and transition of Vocational Education and business, industry, agricultural and government personnel. An exchange of personnel, on a carefully planned structured program, will improve communications, enhance educational personnel and strengthen industry's present and future employees. The pilot internship will help immeasurably to develop and refine essential methodology, gather data and formulate operational guidelines for later expanded programs of internship.

Agreement:

Sponsor: The industry, agency, institution or district, hereafter called the sponsor, shall provide opportunity for learning under supervision, in accordance with the program assignment which is attached to this agreement and which is developed and agreed to by all parties.

Intern: The intern shall perform the work assignment on the job as a professional, devoting full time to the duties, according to the policies and regulations of the sponsor-employer and his functional assignment. The intern will assume the duties assigned as detailed in the program assignment which is part of this agreement. He shall help develop the program assignment and advise as to program revisions during and after the internship.

University: The University shall coordinate the learning experiences of the intern with the program opportunities provided by the sponsor. The university, in cooperation with the intern and the sponsor, will develop the program assignment. It shall also maintain an on-going evaluation through observation, reports and consultation with the intern and supervisor(s)

to continually be alert to changes or needs that will make the program and learning process as effective as possible. The university will also award six hours college credit to the intern who successfully completes the requirements of the eleven week internship.

Payments:

The intern, who is a full-time student prior to the beginning of the internship, shall receive a stipend of $825 as identified in the grant agreement with the university. Payments shall be made _____ to help cover expenses coincident with fulfilling this internship.

Any compensation other than as indicated above constitutes a separate agreement between the intern and the sponsor. The university shall be informed of the provisions of such agreement.

The intern, who is employed full-time in the industry-education exchange program, shall also receive a stipend of $825 as specified in the grant agreement with the university. Each individual shall continue to receive such compensation as has been agreed to by the original employer.

Summary:

It is further understood and agreed that many details which are inherent to a program of pilot internship of vocational education can not be entirely foreseen. Each party, in cooperation with the other parties, will give his best efforts in review and make decisions to afford the best methods of handling these details as they arise.

For the Sponsor _____

Date_____ _____

Title _____

Intern _____

Date_____ _____
(address)

For the University_____

Date_____ Title _____

"Discrimination based solely upon race, color, creed, sex, or national origin and which is without appropriate basis of distinction is contrary to the purposes and policies of the University and violates the spirit and intent of civil rights laws of Colorado."

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT
PROGRAM INTERNSHIP

ADDENDUM TO INTERNSHIP AGREEMENT

Intern _____

Internship Position _____

Work Schedule _____ Beginning Date _____ Ending Date _____

Work Location _____

Sponsor _____

Immediate Supervisor _____

Title of Supervisor _____ Telephone Number _____

OUTLINE OF WORK ASSIGNMENT ACTIVITIES

EXHIBIT I

COLORADO STATE UNIVERSITY
department of vocational education
FORT COLLINS
COLORADO
80521

Congratulations! It is a pleasure to welcome you as part of "the team." You now join others who have selected the internship method of furthering their experiences in vocational education. It can be a tremendous learning opportunity to gain new insights into a position you might find yourself in at a later date.

You no doubt recognize the responsibilities inherent in this type of internship. You will be acting as a representative of Colorado State University in the capacity of a professional. In this respect, then, I trust you will exercise care as to your appearance, grooming, and attitudes, so that they are compatible with your associates. Please respect your supervisor as your superior, but also as one who has accepted the responsibility to help you learn as much as possible by guiding you in the many facets of his job, and that of his employer.

Too, it is a learning experience for the University in its role as coordinator for this internship program. Any positive suggestions you have during the ten or eleven weeks will add to the total learning effort. Your consideration toward completing the forms and visiting with University personnel on the bi-weekly visit will also be appreciated.

If you have any questions or problems, please do not hesitate to inquire about them at any time. Good luck for an eventful learning experience!

Sincerely,

Dr. Milton E. Larson
Professor of Vocational Education
and
Director, Internship Project

MEL/

EXHIBIT J

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT
PROGRAM INTERNSHIP

SPECIAL INSTRUCTIONS

FOR THE

INTERNSHIP FORMS

In keeping with the objectives of your internship and the pilot internship program, it is important that you complete these forms as a record of your activities during your internship. Additional forms (if needed) may be secured from university personnel.

The Daily Diary is intended for you to briefly identify your daily activities, entering both pleasant and unpleasant occurrences. Record at least one activity for each day. Be objective toward what you see as the important ones. Establish a regular routine for making the entries in order to capture your "feelings" at that moment. Be certain to include the extra-curricular activities you deem important. You may attach written materials developed by you to further detail your work.

On Friday of each week, near the end of the day, please complete the Major Accomplishment form. This is what you view as the major accomplishment (or the significant event) of the week. It may have occurred on a previous day, on Friday, or is completion of an on-going activity which happened during the week. Again, be objective (as it relates to your learning experience) and enter your value judgements and analysis to reflect your accomplishments, educational growth, personal adjustment, and good human relationships. After completing this form, secure the cooperation of your supervisor to complete his portion. If he does not identify the same accomplishment, do not be concerned, as this is a normal (and even expected) happening during the internship.

The Intern's Evaluation form will permit you to reflect upon the overall aspects of your internship. Please complete one form at the end of the five weeks and the other form at the end of the internship. They should be returned to Dr. Larson as soon as possible after completion, or held to return to the coordinator, as visitations are scheduled near the completion time.

Please retain these instructions should a question arise when filling in the forms. Feel free to ask assistance from university personnel at any time. The Daily Diary and Major Accomplishment form should be given to the coordinator at the time of the visits. In any case, be certain that all forms are completed and returned immediately at the end of your internship.

EXHIBIT K

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT
PROGRAM INTERNSHIP

SPECIAL INSTRUCTIONS

TO THE

SUPERVISOR

Your assistance and willingness to direct the learning experiences of the intern is truly appreciated by both the intern and the university. Past research has indicated you are one of the key persons in making this a worthwhile learning experience for the intern.

We would like to enlist your cooperation in completing the attached forms as a means of evaluating the educational experience of the intern. Please complete one of the forms at the end of five weeks and the other form at the end of the internship. Please mail each form to:

Dr. Milton E. Larson
Professor of Vocational Education
Colorado State University
Fort Collins, CO 80523

Also, the intern, at the end of each week, will be seeking your cooperation in completing a Major Accomplishment form. The intern identifies his major accomplishment (or the most significant event) during the week. Please enter what you view as his major accomplishment toward his learning. It may or may not be the same as that which he identifies, but your entry will assist the university in this project of research.

At any time during the internship, please feel free to discuss any aspect of this internship with university personnel or the intern. Bi-weekly visits will be arranged between you and the university coordinator to offer university assistance and coordination, so you may communicate any suggestions that you have at that time also.

EXHIBIT L

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT
PROGRAM INTERNSHIP

HEALTH, SERVICES, ACCIDENT, AND LIABILITY

The Student Health Service: (See Colorado State University Bulletin, 1972-73 pp. 58-59)

"The University maintains and operates an out-patient clinic and infirmary in the Student Health Center Building. The out-patient clinic is open from 7:30 to 5:00 p.m., Monday through Friday while school is in session. Out-patient emergency care is available and the infirmary is in operation 24 hours a day, seven days a week while school is in session including the ten-week summer quarter.

Any full-time students are eligible for care at the Center and part-time students are encouraged to contact the Health Center and make individual arrangements best suited to their needs. . . .

In conjunction with the health services offered, there is a supplemental sickness and accident insurance policy offered by an independent company which covers a major portion of the costs involved in maintaining optimum health. The insurance coverage is in effect during both the school term and vacation periods. It is the policy of the University that all students carry this supplemental insurance or have equivalent coverage by another company.

A complete statement of services offered by the Health Center is furnished to new students and is available at the STUDENT HEALTH CENTER OFFICE."

The above applies to interns who have met the stipulation indicated. Each individual should provide such additional insurance coverage as he or she deems necessary. Other coverage IS NOT provided through the INTERNSHIP PROJECT or COLORADO STATE UNIVERSITY.

Accident Coverage

It is strongly suggested that each intern secure accident insurance coverage to adequately protect himself or herself on the internship educational experience. Many individuals may already have such coverage. Arrangements should be made with your independent insurance company. Protection is not provided by the INTERNSHIP PROJECT or by COLORADO STATE UNIVERSITY to cover injury by accident while participating in the internship experience.

Liability Coverage

It is conceivable that the actions of an intern might result in an injury to an employee or other individual. Protection for the intern relative to such liability may be secured by:

1. Securing an endorsement to an existing HOMEOWNER'S POLICY
2. Purchasing a personal liability insurance policy (Cost about $10 from independent insurance companies).

The INTERNSHIP PROJECT or COLORADO STATE UNIVERSITY does not provide such insurance or assume liability.

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT
PROGRAM INTERNSHIP

DAILY DIARY

Name_____ Week Ending_____

Monday	Wednesday
Tuesday	Thursday

In the spaces provided above, enter any unusual experiences, good or bad. You might consider matters relating to your teaching, work with associates, satisfaction, frustrations or routine items.

EXHIBIT M

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT
PROGRAM INTERNSHIP

Major Accomplishment
(for week)

Name_____ Week Ending_____

(For the Intern)	(For the Supervisor)
Identify	Identify
Describe Briefly	Describe Briefly
Did it assist your understanding of this position and/or work role of your supervisor?_____ How?	Did it assist your supervisory role? _____How?
Comments:	Comments:

EXHIBIT N

EXHIBIT O

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT
PROGRAM INTERNSHIP

INTERN'S EVALUATION FORM

(Read each question carefully and check the answer that most nearly expresses your feelings. If you check "undecided" it will mean you have no opinion. Where asked why, please amplify on your opinion).

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. The program assignment was properly planned with adequate time allowed to complete it.					
2. I succeeded with my original objectives for the internship.					
3. My future plans have changed as a result of this internship.					
Why?_____					
_____					
_____					
4. Routine and special tasks assigned by my supervisor were completed to my satisfaction.					
5. I gained valuable experiences not available in the classroom.					
6. The internship was less educational than expected.					
7. The organizational structure of my assigned industry, agency or institution is clear to me.					
8. Because of this internship, I can make a more meaningful contribution to a future job.					
Why?_____					
_____					
_____					
9. A different placement would have been more worthwhile.					
10. I was readily accepted as "part of the team" in my assigned organization.					
11. More responsibility would have been desirable.					
Why?_____					
_____					
_____					

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
12. "Feedback" to University personnel was adequate to handle any problems that arose.					
13. My supervisor was helpful, cooperative, and interested in making this a useful learning experience.					
14. Others within the organization were helpful.					
15. Persons contacted outside this organization added much to this experience.					
16. This type of organization is one in which I would be proud to serve.					

Why?_____

_____

_____

17. Considering the previous sixteen statements and other information you have gained during your internship, please comment on any part of your experience that was meaningful to you and how this program could be strengthened to benefit others. (Continue on the back of this page if necessary).

_____

_____

_____

_____

_____

_____

_____

_____

_____ _____

(Date) (Intern)

EXHIBIT P

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT
PROGRAM INTERNSHIP

SUPERVISOR'S EVALUATION FORM
(CONFIDENTIAL)

Intern_____

(Please check the answer that most clearly expressed your opinion. If you check "undecided" we assume you have no opinion).

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. He can complete a specific task on his own.					
2. He exercises personal initiative to enrich his learning experience aside from his defined assignment.					
3. Some tasks assigned to him were beneficial to my department or organization.					
4. He has completed tasks of benefit to my own work that others have not done because of time considerations or were unable to do.					
5. He seeks to understand the duties of all individuals to whom he is assigned.					
6. He knows the objectives of this department and/or organization.					
7. He knows the organizational structure of this organization.					
8. Each week he shows increasing confidence in himself.					
9. He offers constructive ideas.					
10. He has the dependability I expect of my employees.					
11. He shows a positive attitude toward this type of learning experience.					
12. He is punctual in his attendance and neat in his personal appearance.					
13. Reaction of others with whom he contacts is favorable.					
14. He readily accepts suggestions and criticism.					
15. Other employees regard him as one of their own and willingly exchanges ideas with him.					
16. He has the personal traits and qualifications for this type of position.					

17. Summarize the work of the intern using the numerical values indicated with 5 being the highest and 0 the lowest. 5 4 3 2 1 0

A. Accomplishment of the intern _____

B. Educational growth of the intern _____

C. Personal adjustment of the intern _____

D. Good human relationships aspects _____

18. Other comments._____

_____

_____

_____

_____

_____

_____

_____

_____

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_____

_____

_____

Supervisor

Date

EXHIBIT Q

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT
PROGRAM INTERNSHIP

VISITATION SCHEDULE

_____QUARTER_____

WEEK OF ___/___/___					WEEK OF ___/___/___				
INTERN	LOCATION	APPOINTMENT DATE	APPOINTMENT TIME	COORD.	INTERN	LOCATION	APPOINTMENT DATE	APPOINTMENT TIME	COORD.
WEEK OF ___/___/___					WEEK OF ___/___/___				
WEEK OF ___/___/___					WEEK OF ___/___/___				
WEEK OF ___/___/___					WEEK OF ___/___/___				

EXHIBIT R

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT
PROGRAM INTERNSHIP

VISITATION REPORT

Student's Name_____ Assignment_____

Institution_____ Address_____

Supervisor_____ Title_____ Telephone:____

	Yes	No	Don't Know
1. Is he given the responsibility he seeks?			
2. Is he aware of the skills and abilities needed for the role he seeks?			
3. Intern's opinion of his progress._____			
4. Coordinator's opinion of his progress._____			
5. Is the supervisor satisfied with his progress?			
6. Is the intern succeeding in his objectives?			
7. Does he offer constructive ideas to his supervisor?			
8. Does he understand the duties of his supervisor and others to whom he is assigned?			
9. Is he positive toward his training assignment?			
10. Does he readily accept suggestions from others?			
11. Does he exercise initiative to learn more than his assignment requires?			
12. Is he punctual in his attendance on the job?			
13. Is his appearance and dress in keeping with his associates?			
14. Are his relations with fellow employees satisfying and personal?			
15. Does his supervisor seem very willing to assist in his progress?			

16. Any problems?_____If yes, explain and state possible solution(s)._____

_____

_____

_____

_____

17. Is the work assignment, as initially drawn up, being followed?_____

18. Did the intern give the coordinator his daily diary copies?_____

19. Other _____

_____

_____

_____

_____

20. Next appointment:

Date _____

Time _____

_____
Coordinator

_____
Date

NOTE: Since later evaluation of the above statements must be considered in light of the length of the assignment, the coordinator should state the week of the assignment just completed prior to the visit.

Number of weeks just completed. _____

EXHIBIT S

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT
INTERNSHIP RATING

COMPOSITE SCORE: _____

_____ SUMMARY OF EVALUATIVE MATERIALS
(Name of intern)

	5	4	3	2	1	0	COMMENTS
INTERN'S ASSESSMENT							
A. Evaluation form -- indications of:							
1. Accomplishment							
2. Educational growth							
3. Personal adjustment							
4. Good human relationships							
B. Daily diary and critical incident -- indications of:							
1. Accomplishment							
2. Educational growth							
3. Personal adjustment							
4. Good human relationships							
SUPERVISOR'S ASSESSMENT							
A. Evaluation form -- indications of:							
1. Accomplishment							
2. Educational growth							
3. Personal adjustment							
4. Good human relationships							
B. Critical incident -- indications of:							
1. Accomplishment							
2. Educational growth							
3. Personal adjustment							
4. Good human relationships							
COORDINATOR'S ASSESSMENT							
A. Visitation report -- indications of:							
1. Accomplishment							
2. Educational growth							
3. Personal adjustment							
4. Good human relationships							

Date: _____

By: _____

EXHIBIT T

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

SPECIAL PROJECTS
DR. MILTON E. LARSON

REQUEST FOR DISBURSEMENT

Please process_____

TO:

FOR:

TOTAL COST:

CHARGE:

COMMENTS:

Signed_____
Milton E. Larson

Date_____

EXHIBIT U

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT INTERNSHIPS

NAME OF INTERN_____QUARTER_____ YEAR_____

SUMMARY OF REPORTS AND DISBURSEMENTS

A. DISBURSEMENTS -- Checks drawn and issued to interns

	Date requisitioned	Amount	Date delivered or mailed
1.			
2.			
3.			
4.			
5.			
6.			

B. DAILY DIARY RECEIVED FROM INTERN (Write in date)

1.	4.	7.	10.
2.	5.	8.	11.
3.	6.	9.	

C. MAJOR ACCOMPLISHMENT FORM RECEIVED FROM SUPERVISOR (Write in date)

1.	4.	7.	10.
2.	5.	8.	11.
3.	6.	9.	

D. VISITATION REPORT (Write in date)

1.	3.	5.
2.	4.	6.

E. INTERN'S EVALUATION FORM (Write in date)

1.	2.

F. SUPERVISOR'S EVALUATION FORM (Write in date)

1.	2.

G. COMMENTS

EXHIBIT V

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT PROGRAM
INTERNSHIP

FOLLOW-UP STUDY

INSTRUCTIONS: Please respond to each item by checking the response you feel is most appropriate for each item. NA (not applicable) may be checked if you are a full-time student. Disregard the numbering system in parentheses which is for tabulating purposes.

1. Current position in vocational and technical education.

- ☐ (1) Full-time teaching
- ☐ (2) Administration and supervision
- ☐ (3) Education training in business or industry
- ☐ (4) Unrelated to vocational and technical education
- ☐ (5) Other (please detail) _____

2. Are you employed (or were you employed following your internship) in a position similar to or related to your internship?

- ☐ (1) Yes
- ☐ (2) NA
- ☐ (3) No

3. Is your present position (or any subsequent position) within the same firm, agency, or institution in which you interned?

- ☐ (1) Yes
- ☐ (2) NA
- ☐ (3) No

If YES, do you feel it was a result of the internship?

- ☐ (4) Yes
- ☐ (5) No

4. If your position has changed since your internship, did the internship afford you personal contacts leading to your present position or to subsequent positions?

- ☐ (1) Yes
- ☐ (2) NA
- ☐ (3) No
- ☐ (4) Position is unchanged

5. Considering the position you now hold (or positions held following your internship), how would you rate the overall experience gained from your internship?

- ☐ (1) Very much related to my later position(s).
- ☐ (2) Related, but applicable less then 50% of the time.
- ☐ (3) Valuable, but not related to my position(s).
- ☐ (4) Of little or no present value.
- ☐ (5) NA

6. Please rate the knowledge gained by you during the internship that assists you in problem solving at your present position or in involvements since your internship.

- ☐ (1) Very useable in many situations.
- ☐ (2) Useable in some situations.
- ☐ (3) Seldom useable.
- ☐ (4) Of no benefit.

7. Considering your formal college classroom instruction versus your internship experiences, what percentage of the experiences were meaningful reenforcement of your classroom instruction?

- ☐ (1) None
- ☐ (2) 10%
- ☐ (3) 20%
- ☐ (4) 30%
- ☐ (5) 40% or more

8. Considering your formal college classroom instruction versus your internship experiences, what percentage of the experiences were not duplicated in the classroom?

- ☐ (1) 100%
- ☐ (2) 75%
- ☐ (3) 50%
- ☐ (4) 25%
- ☐ (5) None

9. Because of your internship experiences, do you now see for yourself future implications for the following:

A salary increase?

- ☐ (1) Yes
- ☐ (2) No

An advancement in position?

- ☐ (3) Yes
- ☐ (4) No

Increased performance on the job?

- ☐ (5) Yes
- ☐ (6) No

10. In retrospect, has your attitude of personal gain toward your internship changed during the intervening time?

☐ (1) Yes
☐ (2) No

Please comment _____

_____

_____

_____

11. Would you recommend to others the internship method of gaining new educational experiences?

☐ (1) Yes
☐ (2) No

Why?_____

_____

_____

12. Your comments about the internship are earnestly solicited and will be much appreciated. You might reflect on how you could be better prepared for the internship, what courses could be offered that would re-enforce the internship experiences, needless duplication that occurred between the classroom and internship, more credit hours for the internship, or any subject you deem important to improve the internship.

_____

_____

_____

_____

_____

(If you desire, make additional comments on the back of this page.)

Thank you for your cooperation. Please return this form in the self-addressed stamped envelope to:

Ralph H. Green
Department of Vocational Education
Colorado State University
Ft. Collins, Colorado 80521

EXHIBIT W

INTERNSHIPS — AN ANSWER TO KEEPING UP WITH PROGRESS FOR VOCATIONAL EDUCATORS

Dr. Milton E. Larson,
Professor of Vocational Education
Colorado State University

Keeping up with new developments and changes are challenges for both vocational teachers and administrators. One way of accomplishing this is through internships, including some financial assistance and university credit, are available this year through a program supported by the State Board for Community Colleges and Occupational Education under E.P. D.A. and directed at Colorado State University.

Internships are arranged for ten-week periods during the school year for vocational teachers and administrators. Some may be interested in new experiences in industry, business or agriculture. Others may desire advanced or exploratory experiences of a leadership nature with educational agencies or institutions. This year special attention will be focused on individuals interested in CURRICULUM DEVELOPMENT and CAREER EDUCATION.

Internships can be arranged for employed secondary and post-secondary vocational teachers as well as for individuals at CSU preparing to enter the field.

Six credits, graduate or undergraduate, and a stipend of $825 is provided to those who successfully complete the program. Twenty-seven individuals have participated in such an experience, under this program, in the past. Some have interned with such firms as Hewlett-Packard (Colorado Springs and Loveland); Aqua Tech Corporation, Fort Collins; C.F. and I. Steel Company, Pueblo; Denver Tool Crib, Denver; and Mr. Steak, Pueblo. Others have interned at institutions such as Denver Community College (north and Red Rocks Campuses); Otero Junior College, La Junta; Widefield High School, Security; The State Board for Community Colleges and Occupational Education, Denver; and the U.S. Office of Education, Region VIII, Denver.

Arrangements for internships are made after the application has been received and the background and desires of the individual seeking the internship have been carefully reviewed. Careful placement, coordination and followup is a part of the operational procedure.

If you, or a member of your faculty are interested in this program or would like an application blank and further information call or write NOW to:

Dr. Milton E. Larson
Project Director and
Professor of Vocational Education
115 Vocational Education Building
Fort Collins, Colorado 80521

SELECTED REFERENCES

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APPENDIX II

CONSULTING COMMITTEE AND INSTITUTE PERSONNEL

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D I R E C T O R Y

CONSULTING COMMITTEE

Wallace Clark - Supervisor
State Board for Community Colleges and Occupational Ed.
207 State Services Building
Denver, CO 80203 TELEPHONE: 892-3192

Betty Cooke - Vocational Director
Northglenn Sr. High School
601 West 100th Place
Northglenn, CO 80221 TELEPHONE: 451-1241

M. G. Hunt - Assistant Director
Professional Development
State Board for Community Colleges and Occupational Ed.
207 State Services Building
Denver, CO 80203 TELEPHONE: 892-3192

Donald R. Mankenberg - Dean, Occupational Studies
Denver Community College
1001 East 62nd Avenue
Denver, CO 80216 TELEPHONE: 287-3311

Dale McCall - Agricultural Instructor
Larimer County Area Vocational School
1001 W. Harmony Road
Fort Collins, CO 80521 TELEPHONE: 493-2710

Joe Roberts - Head, Distributive Education
Colorado State University
Fort Collins, CO 80523 TELEPHONE: 491-5097

Arlene Roe - Personnel Director
Denver Dry Goods Company
P.O. Box 1560
Denver, CO 80202 TELEPHONE: 534-2111

Walter Skowron - Director of Publications
Hewlett-Packard Company
Loveland Division
Loveland, CO 80537 TELEPHONE: 667-5000

Ken Valis - President
Colorado Paint Company
4747 Holly
Denver, CO 80216 TELEPHONE: 388-9265

INSTITUTE RELATED PERSONNEL

Ralph H. Green - Assistant Institute Director
Colorado State University
2130 - 16th Street
Greeley, CO 80631 TELEPHONE: 353-0376

Patricia Hemby - Secretary
Colorado State University
Department of Vocational Education
Fort Collins, CO 80523 TELEPHONE: 491-6857

Milton E. Larson - Head, Vocational-Technical Education
Professor of Vocational Education
Colorado State University
Fort Collins, CO 80523 TELEPHONE: 491-6857

Ivan E. Valentine - Head, Vocational Administration & Supervision
Professor of Vocational Education
Colorado State University
Fort Collins, CO 80523 TELEPHONE: 491-5758

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

COMMITTEE FOR PROGRAM AND PROFESSIONAL
DEVELOPMENT IN VOCATIONAL EDUCATION

A G E N D A

June 29, 1973; 1:30 P.M.

Room 167

Student Center Building

1. Introductions
2. Overview of committee functions and responsibilities
3. State's Role in Professional Development -- Dr. M. G. Hunt
4. Overview of current projects and discussion of procedures
    a. Curriculum Project -- Dr. Valentine
    b. Internship Project -- Dr. Larson
5. Other comments and suggestions

ADJOURNMENT 4:00 P.M.

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

COMMITTEE FOR PROGRAM AND PROFESSIONAL DEVELOPMENT IN VOCATIONAL EDUCATION

Notes of First Consulting Committee Meeting

June 29, 1973

Student Center Building

Dr. M. E. Larson Co-Director, called the meeting to order at 1:30 P.M. All members were present. They were: Wallace Clark, Supervisor, State Board for Occupational Education and Community Colleges; Betty Cooke, Vocational Director, Northglenn, Colorado High School; Dr. M. G. Hunt, Assistant Director, State Board for Occupational Education and Community Colleges; Donald R. Mankenberg, Dean, Occupational Studies, Denver Community College; Dale McCall, Agriculture Instructor, Larimer County Area Vocational School; Joe Roberts, Head, Distributive Education, Colorado State University; Walter Skowron, Director of Publications, Hewlett-Packard, Inc., Loveland, Colorado; and Ken Valis, President, Colorado Paint Company, Denver, Colorado. Also present in addition to Dr. Larson were Dr. Irving Cross, Acting Head of the Department of Vocational Education, Dr. B. Harold Anderson, New Head of the Department of Vocational Education, and Dr. I. E. Valentine, Co-Director.

Dr. Larson in his opening remarks emphasized the purpose of the consulting committee to:

1. React to topics advanced by the programs' Co-Directors
2. Develop suggestions to assist the Directors to implement the program proposals submitted to the committee.

Dr. I. E. Valentine described the "Program for Preparing Occupational and Career Education Curriculum Specialists." He expressed the view that research and development activities were on-going at the university, but hoped this committee would offer new ideas to speed up necessary decisions to train teachers and administrators. Concensus of the committee developed around the following concepts:

1. Education of curriculum specialists was urgently needed in vocational education.
2. Jobs would be available for those trained by the proposed program.
3. Emphasis should be placed upon planning, organization, and validation as processes in curriculum building.
4. Curriculum building should be coordinated in close liason with business, industry, and the community, with manpower projections a key element.
5. Vocational Education should provide the basic fundamentals with business-industry supplying advanced skill training.
6. Internships should be a part of the curriculum specialist's training.
7. The program's emphasis should be to develop a curriculum specialist, not a degree candidate.
8. Active recruitment needs to be undertaken to attract capable individuals who would later be in a position

to make an impact upon curriculum building.

The Internship proposal was also reviewed. Dr. Larson indicated this proposal would carry forward the previously funded two-year program which trained 28 individuals (students and business-industry personnel) and resulted in the Guide for Professional Internships. The consulting committee developed the following suggestions:

1. Give the intern a strong overview of his training situation
2. Develop a self-generating device to keep the program going
3. Disseminate the results and methods widely so that others are aware of the progress being made with professional internships
4. Consider using more business-industry personnel where possible
5. Recruit capable personnel.

In addition, committee member Walter Skowron indicated his company (Hewlett-Packard, Inc.) wishes to again host a year-end luncheon to honor all of the participants of the internship program.

The meeting adjourned at 4:00 P.M.

Respectively submitted:

Ralph H. Green

Ralph H. Green
Assistant Director

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APPENDIX III

CO-DIRECTORS' RESPONSE TO EVALUATION OF EPDA, PART F, SECTION 553 FUNDING

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Questions to be answered in a 14 state study to determine . . .

1. What caused your initial interest in 553?

   The need for resources for professional development and the failure of other funding sources to satisfy the need.

2. Was this initial interest reflected in the original goals and objectives for your program? How?

   The purpose of the internship program is to provide:
   Realistic on-the-job experiences for professional (or potential professional) vocational educators to prepare them for new responsibilities or to update them so they can perform their functions more effectively as:
   1. Teachers (inservice; no preservice planning to enter field)
   2. Supervisors
   3. Administrators
   4. Curriculum managers and developers
   5. Career education specialists, etc.

3. To what degree have these original goals and objectives been modified? Or have they remained basically intact?

   The goals are basically the same. The recipient population has been expanded and the methodology has been improved.

4. If they have been modified, what was the rationale for change?

   The changes made are the result of experience under the program and refinement of techniques used.

5. What are your present goals and objectives?

   1. To gain further insight into operational aspects of internship-type educational programs.
   2. To expand opportunities for internship for all services through more inservice vocational internships and to include more preservice candidates for positions in vocational education in carefully planned internships.
   3. To make available the information gained through a revised and expanded "Handbook for Internships."

6. What is/was the developmental process followed in your state for the use of 553 funds?

The Director of the Vocational Division would be the logical person to respond.

As I understand, announcements of the program was made, priorities were established, and proposals were prepared. After review of the proposals, decisions on funding were made. The Assistant Director in Charge of Professional Services for the State Board worked with and monitored the progress of the activities.

7. If you were asked by years to list the activities conducted under 553, and to rate them as to how they have met specific objectives, would you find that your activities are:
   - x (a) very successful
   - ___ (b) moderately successful
   - ___ (c) restricted but excellent limited successes
   - ___ (d) in need of analysis?

8. If present federal funding for 553 was removed, would the program continue? To what degree?

   If these funds were removed (as in 1972-73) the program would be seriously crippled. It would continue only in a very limited degree. Funds under 553 are still very essential to continuation of the program.

9. When 553 monies were placed in your state were existing programs previously funded by state funds, shifted to the 553 monies or were new programs initiated?

   Not to my knowledge.

10. What is your present level of funding? 1972-1973? 1971-72? 1970-71? 1969-70? What level of funding would be required to provide a maximum professional personnel development program in career and vocational education to individuals in your state? How much of this could be solicited from state funds? From LEAs whose personnel would be served?

    a. For Internship Program, the level of funding for:
       - 1973-1974. . . . . $32,045
       - 1972-1973. . . . . None
       - 1971-1972. 24,000
       - 1970-1971. 23,996

    b. At least three times the present level of funding.
    c. Very little, if any.
    d. None

11. What impact has 553 funds had in terms of:

(a) awareness of new curriculum materials for career and vocational education

Curriculum development is a very necessary priority. Some effort has been made under another project support under 553 during 1973-74.

(b) awareness of new instructional materials for career and vocational education

This still needs to be done.

(c) awareness of concept of career education

This has been carried on under other projects, funded by other sources.

(d) impact on students in terms of:

(1) better programs
(2) more diversified programs of instruction
(3) placement in a job upon exiting the LEA
(4) follow-up of students who exit the LEA
(5) replacement in a job

All of these need attention. The funds have not been adequate to provide these services.

(e) expanded training for teachers to offer better programs for adults.

This has resulted, in past, from the internship program. There is much to be done.

12. What's been done differently than was done prior to the initiation of the 553 programs?

Teachers have been induced to return to industry, business or agriculture for upgrading.

Potential leadership personnel for local, and state level have appreciated the opportunity to experience the functions and responsibilities of the position as interns before assuming the regular position.

Industry-education exchange of personnel has taken place.

This program has strengthened teachers and potential teachers as to both relevance and accountability.

13. Can you trace the changes brought about by the funds? Major ones? Significant one?

    a. Both participating interns and sponsors have been loud in their praise of the program.

    b. Interns frequently have described it as the most valuable experience of their school curriculum.

14. What are the "serendipitous" effects of the use of 553 funds in your state?

    a. Improved communication with industry and business.

    b. Added support for vocational education from general education administrators.

    c. Aid in communicating to the public the role and function of vocational educators.

    d. Strengthen relationships between teacher education at the university and the local vocational educators. Also aid to build a better relationship between the University and the State Board for Community Colleges and Occupational Education.

NOTE: I have responded to these questions from the point-of-view of the director of the Internship Project supported under 553.

Dr. Milton E. Larson
Colorado State University
December 14, 1973

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APPENDIX IV

ROLE OF INTERNS AND SPONSORS

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INTERNS

1973 - 1974

NAME	LEVEL	SPONSOR	SUPERVISOR	DATES	SERVICE FIELD
Allen, Dedrick	Under-graduate	Kodak Colorado Division Windsor, CO	George Hansen	9/11-11/30	Vocational-Technical
Bonds, Gene	Graduate	Adams County School District 12	Betty Cooke	3/25-5/31	Curriculum Development Disadvantaged
Breslin, Edward	Under-graduate	Martin-Marietta Aerospace, Denver Div.	Bobbie Huckleberry	1/7-3/15	Vocational-Technical
Burden, James	Graduate	California Department of Education, Sacramento	Patrick Weagraff	3/22-6/1	Curriculum Development
Cox, Meek E.	Under-graduate	Continental Airlines Denver, CO	Robert Emmerich	1/8-3/17	Vocational-Technical
Effertz, Gary	Under-graduate	Larimer County Voc-Tech School, Ft. Collins, CO	Harry Matsunaka	1/4-3/15	Vocational-Technical Curriculum Development
Garrison, Ann	Graduate	Community College of Denver (Central Adm.)	Dr. Nai Kwang Chang	3/27-6/4	Administration & Supervision
Gerbracht, Marlene	Graduate	Boulder Valley School District RE-2, Boulder	Harrell Guard	3/4-5/17	Career Education
Gonsalves, Herbert	Under-graduate	Kodak Colorado Division Windsor, CO	George Hansen	3/25-5/31	Vocational-Technical
Hail, Jerry	Graduate	Larimer County Voc-Tech School, Ft. Collins, CO	Harry Matsunaka	3/25-5/31	Vocational-Technical Curriculum Development
L'Angelle, David	Graduate	Community College of Denver, Red Rocks	Clarence Feister	3/1-5/31	Vocational-Technical Curriculum Development

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NAME	LEVEL	SPONSOR	SUPERVISOR	DATES	SERVICE FIELD
Leach, Don	Graduate	Colorado State Board for Community Colleges and Occupational Education	Eugene Amoroso	1/4-3/15	Distributive Education
LeDoux, Fabricio	Under-graduate	Control Data Corporation Denver, CO	Gerald E. Hansen Keith Johnson	1/7-3/15	Vocational-Technical
Lewis, Carol	Graduate	Boulder Valley School District RE-2, Boulder	Harrell Guard	2/28-5/3	Career Education
Mendelson, Sheldon	Graduate	Community College of Denver (North)	Don Archer	9/10-11/30	Administration and Supervision
Rowley, Loretta	Graduate	Colorado State Board for Community Colleges and Occupational Education	Leonese R. Hudspeth	3/25-5/31	Administration and Supervision
Scheel, Donald	Graduate	Boulder Valley School District RE-2, Boulder	Stan Lancaster	8/27-12/21	Administration and Supervision
Travis, Richard	Under-graduate	Hewlett-Packard, Inc. Loveland, CO	Olin Tucker	1/7-3/15	Vocational-Technical
Watts, Arthur	Graduate	Colorado State University	Ivan E. Valentine	1/7-3/25	Research

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APPENDIX V

INTERNS AND SPONSORS -- LETTERS CONCERNING PROJECT

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May 31, 1974

Gene Bonds
2251 So. Lafayette
Denver, Colorado 80210

Dr. Milton Larson
Professor Technical Education
Colorado State University
Fort Collins, Colorado

Dear Dr. Larson:

I wish to express my sincere thanks for permitting me to be involved in the internship program. The assignment I was fortunate to receive has been a fantastic learning experience. Mrs. Betty Cook, the Vocational Director of District No. 12, Adams County, Northglenn, Colorado, has been an excellent person to work under. She allowed me full exposure to coordinating the Supplemental Services program. My duties involved such items as:

1. Monitoring the budget for Supplemental Services
2. Coordinating the tutoring program
3. Curriculum modification in relationship to disadvantaged students
4. Ordering hardware and software for an audio-tutorial program - supplemental support

I highly recommend the internship program as one of the most valid of learning and training experiences.

Most sincerely,

Gene Franklin Bonds

/GENE FRANKLIN BONDS
Intern

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
721 CAPITOL MALL, SACRAMENTO 95814

May 23, 1974

Dr. Milton E. Larson
Professor of Vocational Education and
Director, Internship Program
Colorado State University
Department of Vocational Education
Fort Collins, Colorado 80523

Dear Dr. Larson:

I would like to express to you my appreciation for the opportunity to become involved in the internship program. This internship has enabled me to become involved in activities with people and with agencies in a way that could not be duplicated in a classroom/laboratory situation.

The internship that I have been associated with is the National Vocational-Technical Education Curriculum Laboratory, Vocational Education Section, California State Department of Education, under the direction of Dr. Patrick Weagraff. During the course of this activity, I have been involved in planning, developing, organizing and reviewing materials that have been developed or are in various stages of being developed for the Public Service Occupations project. This program has provided the opportunity to visit and review this career education project in action in various districts in the state. I have had the opportunity to attend and participate in meetings on a regional and national level and to discuss with the leaders of vocational education and career education directions, problems, experiences, et cetera.

Again, these kinds of experiences would not have been available in a more normal, structured graduate activity. The opportunity to participate in the activities during this internship has provided additional insight into activities associated with Vocational Education in a different situation than what this student has been accustomed to. While we speak the same "vocational education" language, we find that within our ranks there are many views, many ways that must be utilized to accomplish the objectives in the variety of situations that are faced.

I would like to express my appreciation for your involvement and Dr. Weagraff's involvement in this program. The manner and methods in which the assignments have been structured have provided new insights into the management and leadership aspects of administrative activity. This internship has been a very fine learning situation.

It has been a pleasure working with you, Dr. Weagraff and Ralph Green on this project. The many "mechanical" details involved in the program have been handled very efficiently and effectively. The cooperative efforts of all involved are sincerely appreciated.

Sincerely,

James L Burden

James L. Burden, Intern

JLB:ms

316 So. Newport Way
Denver, CO 80222
June 10, 1974

Dr. Milton E. Larson
Professor of Vocational Education
Department of Vocational Education
Colorado State University
Fort Collins, CO 80523

Dear Dr. Larson:

I want to express my deep appreciation for the excellent opportunity to participate in the internship program that was offered at CSU during the winter quarter. I feel that this is the most practical way to update students with the current methods that are now being used in industry.

Under this program I was able to see the new methods that were used by the commercial carriers. I was assigned to the Continental Airlines Maintenance Section. I had an excellent supervisor who helped me with all the various phases of the complex operations.

I am sure that without this program I could never relate to my students of the ever-changing methods of the airlines. I shall always be grateful for this opportunity.

Thank you,

Meek E Cox

Meek E. Cox

FROM: Gary L. Effertz, CSU Intern Mar. 12, 1974

SUBJECT: Internship Program

TO: Whom It May Concern

I wish to express my graditude for the opportunity to serve as an intern at Larimer County Voc-Tech Center. This undertaking was one of the most educational and rewarding I have experienced. I have become involved in a wide variety of activities and learning experiences that I could not have received in the classroom. The time spent in the program has been extremely valuable to me, and I have gained far more than I had originally expected. This experience has made a lasting impression on me, and I consider it to be an outstanding part of my educational pursuits at Colorado State University.

I wish to thank Mr. Harry Matsunaka and the Electo-Mechanical department for providing an excellent and congenial atmosphere and accepting me as part of the organization from the very first day. I wish to thank Mr. Jack Stoddard and the personnel at Larimer County Voc-Tech Center for the help and friendliness they have always shown. And I wish to thank Dr. Milton Larson and Mr. Ralph Green for their valuable help and concern in coordinating the program.

Sincerely,

Gary L. Effertz

GARY L. EFFERTZ
CSU Intern

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Carol Lewis
BOULDER VALLEY PUBLIC SCHOOLS
SCHOOL DISTRICT NO. R-2, BOULDER COUNTY
P.O. BOX 11
BOULDER, COLORADO 80302
(303) 442-6931

May 9, 1974

Dr. Milton Larson
Department of Vocational
Education
Colorado State University
Fort Collins, Colorado

Dear Dr. Larson:

I would like to take this opportunity to thank you and your staff for selecting me to participate in the internship program for career education. The opportunity that it afforded me for professional growth and development was of unique value to me.

A backward glance at the activities I participated in rather amazes me. Of course I was extremely fortunate to be able to work under Dr. Harrell Guard's supervision. I always felt free to discuss with him any problems as they arose. He was more than helpful at all times, going out of his way to make sure that I would be involved in those kinds of experiences that were valuable to me. He was constantly aware of the objectives of the internship and helped me to understand how each activity contributed to the accomplishment of those objectives.

I would also like to thank you and Mr. Greene. Your visitations were very helpful. You both seemed so geniunely concerned that I have the type of experience that would be most profitable for me.

Sincerely,

Carol J. Lewis

Carol J. Lewis

CJL

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1116 Ouray St.
Aurora, Co. 80011
May 20, 1974

Dr. Milton E. Larson
Director, Internship Program
Colorado State University

Dear Dr. Larson:

I wish to extend my sincere gratitude to you and everyone who was responsible for my selection to participate in an internship program during the Winter Quarter of 1974.

My internship with Control Data Corporation gave me the opportunity to enrich and broaden both my technical and educational background in Electronics. I gained more from the experience of this internship than I could have ever gained in a formal classroom situation.

It was a pleasure to have worked under your direction on this program. Your assistance has been greatly appreciated.

Sincerely,

Fabricio F. LeDoux

Fabricio F. LeDoux

Hubert N. Gonsalves
7055 East 3rd Avenue
Denver, Colorado 80220
May 28, 1974

Doctor Milton E. Larson
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80523

Dear Doctor Larson:

I wish to express my sincere gratitude and appreciation to have been a participant in the internship program, supported by the United States Office of Education and the State Board for Community Colleges and Occupation Education. I found this internship to have been a worthwhile experience for myself and Eastman Kodak.

The program was very well organized and efficiently conducted. This company was extremely helpful to me throughout my tenure.

It was my good fortune to be placed in an area of my expertise. Although I was involved in the training of several personnel and was also involved in developing and implementing operating procedures, I was afforded the opportunity to see industry in operation. I also had the opportunity to have been exposed to several different types of products, of which I was unfamiliar.

I would most definitely recommend this training station for all future photography internship programs.

Sincerely,

Hubert N. Gonsalves

Governors State University

Park Forest South, Illinois 60466 (312) 563-2211

May 29, 1974

Dr. Milton E. Larson
Professor of Vocational Education
Colorado State University
Ft. Collins, Colorado 80521

Dear Dr. Larson:

I would like to thank you for the opportunity to participate in the internship program.

The program provided me with not only the opportunity to see how decisions were made--which often was quite enlightening--but to continue to keep in touch with students through teaching.

Don Archer, my supervisor, was quite helpful and gave me ample freedom to express some of my opinions and ideas. I would not hesitate recommending Community College of Denver-North Campus as a station for a future internee.

The internship experience complimented my classroom work and in conjunction with each other provided me a great deal of intellectual and interpersonal stimulation.

Again, thank you for the internship experience and for the opportunity to grow professionally at Colorado State University.

Sincerely,

Sheldon Mendelson

Dr. Sheldon Mendelson
University Professor
College of Business
and Public Service

mla

JOHN D. VANDERHOOF, Governor

STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

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(303) 892-3011

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May 28, 1974

Dr. Milton Larson
Professor of Vocational Education
Colorado State University
Fort Collins, CO 80521

Dear Dr. Larson:

As a participant in the CSU internship program I would strongly endorse the internship as being one of the most relevant and valuable experiences I have had in graduate school.

My internship has given me the opportunity to view the functions of the State Board for Community Colleges and Occupational Education first hand. Specific responsibilities have been delegated to me and I have had the opportunity to work in various leadership and regulatory roles. The internship has also served to increase my political awareness.

The state office staff, especially my immediate supervisor, have been most generous in sharing their expertise and they have greatly contributed to making this a valuable and relevant experience.

As to the policies regarding the internship program I feel they are quite adequate. I feel the visits from the college aided in making my internship experience relevant. I have heard the number of credits for the internship is being raised from six credits to twelve credits, which I feel will strengthen the internship. Since the internship is a full time job I feel it would be very difficult to carry additional classes. My only recommendation to improve the program would be to increase the amount of the stipend from $825 to $1000. For example, this internship necessitated my commuting 130 miles daily and travel has become increasingly expensive.

Sincerely,

Loretta Rowley

Loretta Rowley

lcp

BOULDER VALLEY
Vocational Technical Center
District RE 2 • 6600 Arapahoe Road Boulder, Colorado 80303 • Phone 444-2460

DR. BARNARD D. "PAT" RYAN, Superintendent

GEORGE T. LYON, Director
STANLEY L. LANCASTER, Principal

June 6, 1974

Dr. Milton E. Larson
Director, Internship Program
Colorado State University
Fort Collins, Colorado 80521

Dear Dr. Larson:

I consider the Internship Program to be a very important aspect of preparing for vocational administrative positions. It allowed both my principal and myself to organize objectives for the period of time involved that probably would not have occurred otherwise. Without doubt, it helped to build a proper foundation for my future in administration.

Thank you for providing me with this fine opportunity.

Sincerely,

Donald R. Scheel

Donald R. Scheel

March 15, 1974

Vocational Technical Department
College of Humanities and Social Science
Colorado State University

Attention: Dr. Milton E. Larson

Sir:

I have just completed the internship you arranged for me at Hewlett-Packard, Loveland Division. I have learned many new techniques of procedure and improved my professional skills while working there.

The company policies are excellent in my estimation as they place great trust in the individual, give broad goals to meet, and provide all the aid you might need to complete a job satisfactorily.

I feel that this experience has greatly benefited me and will serve to enhance the value of my teaching credentials. Thank you for your efforts in my behalf.

Very Sincerely,

Richard D. Travis

JOHN D. VANDERHOOF, Governor

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March 14, 1974

Dr. Milton E. Larson
Professor of Vocational Education
Department of Vocational Education
Colorado State University
Fort Collins, CO 80521

Dear Dr. Larson,

I extend to you and Mr. Ralph Green my sincere thanks for your invaluable guidance and assistance to me and Don Leach during his internship.

I feel that Don has been an asset to our section during the time of his internship. He has completed all tasks assigned to him and I feel has done a tremendous job. It has indeed been my pleasure to work with Don during the past ten weeks.

May I suggest that consideration be given to the college credit hours for this type internship. The six quarter hours now allotted may be very minimal compared to the learning value of the internship.

Thank you again for your assistance and I hope we have the opportunity to work with you and another intern again.

Sincerely,

Gene P. Amoroso
State Supervisor
Distributive Education

rl

June 3, 1974

Dr. Milton Larson
Department of Vocational Education
Colorado State University
Fort Collins, Co. 80521

Dear Sir:

I would like to take this opportunity to re-emphasize the outstanding job that Norm Gonsalves did during his 10 week internship with the Eastman Kodak Company. In just that short time he was able to carry out projects involving silver recovery methods, energy conservation on processing machines, sensitometric testing procedures on a microfilm processor, the installation and shakedown of a new color processor and process control methods. He was also instrumental in training new employees in processor operation, upgrading the knowledge and skills of existing employees and establishing start-up and shutdown procedures for several processors.

He demonstrated a very high job interest, both in terms of learning new things which were a benefit to him and in terms of making a distinct contribution to the operation of our testing area. He was able to carry out his assignments with very little direction and quickly established himself both with the personnel in our immediate area as well as the personnel who provide services to our area, such as engineering and maintenance. He had little trouble in finding where to go for help or advice and did not wait around to be told what to do.

Although it was under consideration previous to Norm's internship, a specific position had not been established to carry out the type of assignments which Norm was asked to do. However, since Norm has graphically demonstrated the advantages of having a competent individual in a position to carry out training programs, process control and other related projects, we have made the decision to assign one of our people to carry on the work that Norm was doing on a permanent basis.

In summary, I feel that Norm Gonsalves is highly skilled in both the areas of educational techniques and photographic processing. This background coupled with his enthusiasm for the job and ability to

EASTMAN KODAK COMPANY · WINDSOR, COLORADO 80550 · 303 686-7611

get things done should make him a valuable asset to any organization. We feel fortunate to have had someone of Norm's caliber participate in the internship program here.

Sincerely,

George Hansen

George K. Hansen
Finished Product Testing

GKH:cj

cc: Mr. N. Gonsalves
Mr. C. Newton

From: Harry Matsunaka, LCVTC March 13, 1974

Subject: Internship Program

To: Whom It May Concern

I wish to take this opportunity to express my opinions about the internship program in vocational education from Colorado State University.

When first exposed to the idea that an intern would be coming on board to assist us, I was a little apprehensive. However, after working with Mr. Gary Effertz during his internship in my department, I've found that the internship program can result in accomplishments way beyond my expectations.

One excellent feature of the program is that the exchange of ideas is a two-way street. We have learned as much from Mr. Effertz as he has learned from us. These exchanges of ideas have been very rewarding.

Of course the work done by the intern is definately appreciated. He has been involved in nearly every aspect of the educational process in our department -- from giving lectures and teaching one-on-one to developing curriculum and audio-visual presentations. From just an idea of combining the basic electricity requirements for the courses in my department, Mr. Effertz provided the research, outlined the curriculum, and worked with the individual instructors in performing a job analysis and task breakdown for the Core Program. Without the help of the intern, the Core Program would still be in the embryonic stage. But now it can be instituted this fall, and another Center has seen the merits of the program and plans to emulate it.

I give the internship program my wholehearted support. The benefits are too numerous to mention here, but if all internships are as successful as this one with Mr. Effertz, I would recommend it to anyone, without the least bit of hesitation.

Sincerely,

Harry Matsunaka

Mr. Harry Matsunaka
Electro-Mech. Dept. Head
Larimer County Voc-Tech Center
Fort Collins, Co. 80521

April 22, 1974

To: Vocational Technical Dept.
Colo. State University

Sirs:

Mr. Richard Travis served in the Loveland Instrument Division of Hewlett Packard under my direct supervision for a period of ten weeks while in your internship program.

Mr. Travis fit into the organization very well and was interested in improving himself in all areas of our manufacturing division. While he was here he conducted himself in an excellent manner and was considered one of the group by those who worked with him. I would consider him a good employee and a valuable asset to our work force.

Your program seems to me to be a very good one and I believe it should be continued in future years.

Sincerely,

Production Test Leader
Hewlett Packard & Co.

JOHN D. VANDERHOOF, Governor

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June 21, 1974

Dr. Milton E. Larson, Head
Technical Education
Department of Vocational Education
Colorado State University
Fort Collins, CO 80521

Dear Dr. Larson:

I would like to take this opportunity to convey some thoughts to you regarding the internship program with which you work. We have enjoyed the opportunity to work with one of your interns recently in the Home Economics Section, State Board for Community Colleges & Occupational Education.

The internship program is an excellent way for a student to obtain valuable experience that can not be provided in the classroom. It provides an opportunity to be confronted with real problems and situations to solve and also allows a person to contribute to the ongoing quality of Vocational Education in Colorado. It provides a bridge of understanding between the student who is anticipating employment in Colorado Vocational Education and the state or local agency with which they may work. Students taking an internship should be better able to cope with their future employment as a result of this previous experience.

Working with an intern also allows the cooperating agency an opportunity for fresh imput and new ideas. It helps them keep more closely in touch with the concerns of students and others outside the agency. It is a beneficial learning experience for all involved.

We have appreciated the opportunity to work with you through the internship program.

Sincerely,

Kay Turman

Kay Turman
Assistant State Supervisor
Home Economics Education

lcp